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ABSTRACT

Eighty items taken from three different sources were utilized to construct an instrument designed to ascertain the attitudes of pre-service elementary teachers. Three groups were utilized as subjects--students in a special program for preparation as teachers of the disadvantaged; students who were not in this program, but who were enrolled in an inner-city education class on an elective basis; and elementary education majors on the regular teacher preparation program at Ball State University. The instrument was further refined through an item analysis procedure so that fifty items with the highest discrimination power were retained. This instrument, the Sciara-Jantz Empathy Towards Poverty Scale, was utilized on a pre-test/post test basis with students and found to measure attitudes towards the disadvantaged, showing a score increase at the end of the inner-city education course. Included in the appendix is the finalized instrument. (Author)

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An Attempt to Measure Pre-Service Teacher Attitude Utilizing An Empathy Towards Poverty Scale

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One of the major objectives of the TOD (Teachers of the Disadvantaged) Program in the Elementary Education Department at Ball State University, is to enable its students to gain a broad understanding of the disadvantaged, as well as acquiring positive attitudes and viable approaches for teaching children from low income backgrounds. The program also provides opportunities for TOD students to examine self-understandings to form a changed outlook. In order to assess whether these objectives were being met, an instrument containing items relating both to knowledge and attitudes toward the disadvantaged was constructed.

In the construction of the instrument, 80 items were taken from the "Sciara Empathy Towards Poverty Scale" (unpublished) the "Minnesota Teacher Attitude Inventory," and "Concepts Regarding Poverty and Poor People" which were validated by the staff of Project Potential, University of Southern California under Metfessel.

The 80 item instrument was given to TOD students who were participating 12 hours a week in Title I schools in Muncie, Indiana. TOD students were enrolled in a separate section of EDEL 444, "Education of the Inner-city Child." This instrument was also administered to students enrolled in

section 2 of EDEL 444 as an elective, and to two classes of regular elementary education majors who were participating 10 hours per week in the Ball State Laboratory School. All groups were tested near the end of the autumn quarter, 1971. TOD students and those enrolled in section 2 of EDEL 444 were taught by separate instructors. All subjects were ranked as juniors.

An analysis of variance test was utilized to determine if there were significant differences in the responses of the three groups. The results of this analysis are shown in Tables 1, 2, and 3.

TABLE 1

RESPONSE TO THE 80 ITEM POVERTY SCALE AMONG TOD PARTICIPANTS, THE SECTION 2, EL. ED. 444 CLASS, AND EL. ED. REGULAR PARTICIPANTS

	SS	df	MS	F-Ratio
Between	1125.49	2	562.74	8.2*
Within	6242.39	91	68.60	

* Significant at the .01 Level

TABLE 2

RESPONSE TO THE 80 ITEM POVERTY SCALE COMPARING TOD PARTICIPANTS AND REGULAR EL. ED. PARTICIPANTS

	SS	df	MS	F-Ratio
Between	896.82	1	896.82	12.63*
Within	4404.93	62	71.05	

* Significant at the .01 Level

TABLE 3

COMPARING THE SCORES OF THE 80 ITEM POVERTY SCALE OF TOD PARTICIPANTS AND THE SECTION 2, EL. ED. 444 CLASS

	SS	df	MS	F-Ratio
Between	89.91	1	89.91	1.7
Within	2319.58	45	51.55	

Not Significant

The difference between the responses of the TOD participants and regular elementary education participants in the sampling is significant at the .01 level. The difference between TOD participants and members of section 2 of the EL. ED. 444 class is not significant. This would seem to indicate a greater degree of empathy towards the poor favoring TOD students and students in section 2 of EL. ED. 444.

The 80 question instrument was then subjected to an item analysis and those items which had greater than 85% agreement were discarded. Those items which 30% or more of the respondents marked "undecided" were also eliminated. This reduced the instrument to 50 items which appeared to serve as discriminating items. The resulting instrument has been designated as the Sciara-Jantz ETP Scale. This instrument is found in the Appendix. Responses of the three groups were then remarked utilizing only those 50 items remaining. An analysis of variance test was again employed to determine if there were significant differences in the responses of the three groups. The following tables contain the results of this analysis:

TABLE 4

RESPONSE TO THE SCIARA-JANTZ ETP SCALE OF
TOD PARTICIPANTS, THE SECTION 2, EL. ED. 444 CLASS,
AND REGULAR EL. ED. PARTICIPANTS

	SS	df	MS	F-Ratio
Between	492.10	2	246.05	7.94*
Within	2819.56	91	30.98	

* Significant at the .01 Level

TABLE 5

RESPONSE TO THE SCIARA-JANTZ ETP SCALE COMPARING
TOD PARTICIPANTS AND REGULAR EL. ED. PARTICIPANTS

	SS	df	MS	F-Ratio
Between	320.63	1	320.63	9.75*
Within	2071.77	62	32.89	

* Significant at the .01 Level

TABLE 6

RESPONSE TO THE SCIARA-JANTZ ETP SCALE COMPARING
TOD PARTICIPANTS AND THE SECTION 2, EL ED. 444 CLASS

	SS	df	MS	F-Ratio
Between	4.91	1	4.91	.21
Within	1062.07	45	23.61	

Not Significant

There was a significant difference at the .01 level between the TOD participants and the regular EL. ED. participants. There was no significant difference between the TOD group and the section 2, EL. ED. 444 class.

The Sciara-Jantz ETP Scale was then given to two otner groups of TOD participants and two other groups of section 2, EL. ED. 444 students on a pre- and post-test basis during Winter quarter 1972, and Spring quarter 1972, to determine if there was any significant change during the TOD participation period, or the period during which non-TOD students were enrolled in EL. ED. 444. Again, the instructors for each group were different. The results of these measures are shown in Tables 7 thru 9.

TABLE 7

COMPARING THE PRE-TEST/POST-TEST SCORES
OF TOD PARTICIPANTS ON THE SCIARA-JANTZ ETP SCALE
WINTER QUARTER, 1972

	SS	df	MS	F-Ratio
Between	85.98	1	85.98	3.59
Within	1053.17	41	23.94	

Not Significant

TABLE 8

COMPARING THE PRE-TEST/POST-TEST SCORES
ON THE SCIARA-JANTZ ETP SCALE OF
TOD PARTICIPANTS SPRING QUARTER, 1972

	SS	df	MS	F-Ratio
Between	275.625	1	275.625	11.28*
Within	928.35	38	24.43	

* Significant at the .01 Level

TABLE 9

COMPARING THE PRE-TEST/POST-TEST SCORES
ON THE SCIARA-JANTZ ETP SCALE OF
THE SECTION 2, EL. ED. 444, WINTER QUARTER, 1972

	SS	df	MS	F-Ratio
Between	772.93	1	772.93	47.74*
Within	1036.10	64	16.19	

* Significant at the .01 Level

TABLE 10

COMPARING THE PRE-TEST/POST-TEST SCORES
ON THE SCIARA-JANTZ ETP SCALE OF
THE SECTION 2, EL. ED. 444, SPRING QUARTER, 1972

	SS	df	MS	F-Ratio
Between	687.83	1	687.83	28.81*
Within	1619.64	64	27.54	

* Significant at the .01 Level

TABLE 11

MEAN SCORES OF TOD PARTICIPANTS AND STUDENTS OF
SECTION 2, EL. ED 444, ON THE
PRE-AND POST-TEST RESULTS OF THE SCIARA-JANTZ ETP SCALE

Group	Pre-Test	Post-Test	Difference
TOD Winter	27.16	29.90	2.74
TOD Spring	29.65	34.90	5.35*
444 Sec. 2 Winter	28.59	35.44	6.85*
444 Sec. 2 Spring	28.00	34.36	6.36*

*Significant at the .01 Level

Except for the TOD winter group, the post-test mean scores showed a statistically significant gain over the pre-test mean scores for both TOD participants and those students enrolled in section 2 of the ED. EL. 444 course, "Education of the Inner-city Child." A change was noted in the scores of TOD winter quarter students which was too small to be statistically significant, being at the .10 level of confidence.

From the evidence gathered and the analysis presented, it would appear that the SCIARA-JANTZ ETP SCALE discriminates at a level of confidence between elementary education students enrolled in either the TOD program and/or the elective course, ED. EL. 444, and the regular elementary education student. This instrument should be subjected to further validation. Not only do the students who enroll in ED. EL. 444, as TOD students or in another capacity, reflect a higher level of empathy towards the cult of poverty and the specific problems this condition brings to adults and children, but they generally show a gain in attitude when their pre-test scores are compared to their post-test scores. This would seem to indicate an attitudinal preparedness for service in schools located in low income areas.

APP'ENDIX

THESE PAGES WERE MISSING FROM THE DOCUMENT THAT WAS
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